



WHAT'S NEWS

AT RHODE ISLAND COLLEGE

Mr. Olser

Vol. 7, No. 33 June 22, 1987

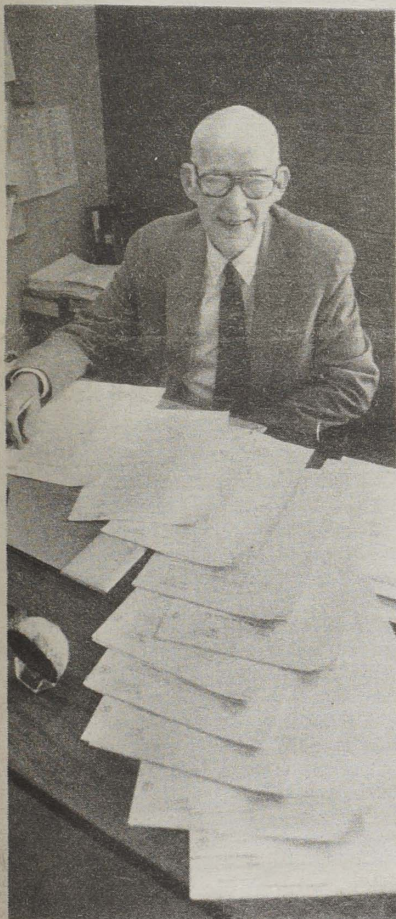
Summer Issue

Translating 'De animalibus' means 600-page book

by George LaTour

Dr. James J. Scanlan, M.D., of Providence, director of Rhode Island College Student Health, has translated from Latin *Man and the Beasts or De animalibus* (Books 22-26) by Albert the Great (Albertus Magnus) which will be released in both hard and soft cover editions this August.

Publisher of the resultant 600-page hard-cover book is Medieval and Renaissance Texts and Studies, University Center at Binghamton (SUNY), N.Y. The paperback is their Pegasus edition.



DR. JAMES SCANLAN

It will be available in bookstores at Rhode Island and Providence colleges and, perhaps, at Brown University and other sites, reports Scanlan, one of whose hobbies is translating medieval Latin scientific works.

De animalibus, written about 1250, consists mainly of Albert's commentary on Aristotle.

However, after completing his Aristotelian commentary (Books 1-19) and adding two appendices that expanded on particular issues (Books 20-21), Albert wrote five books of his own (Books 22-26) in which he arranged the animals by general groups, according to Scanlan.

"These last five books are replete with his personal observations, meticulously collected and organized into brilliant little studies of each animal, constituting, in effect, a medieval encyclopedia of animals," according to the publisher's catalog.

"It is these unique books which Doctor Scanlan has translated into English for the first time from Hermann Stadler's massive critical edition based on the original Latin manuscript at Cologne.

"Scanlan's graceful, lively rendition and detailed textual notes make this volume a great pleasure for all readers," say the publishers.

The volume has a complete introduction, fully annotated translation, a selected bibliography, a list of authors cited by Albert, and an index to the entire work.

The frontispiece is an original illustration by Fritz Eichenberg.

Scanlan, who by his own admission has had "a love affair with Albertus Magnus" since his undergraduate days at Providence College, had translated parts of the work for years "but didn't really concentrate on it until 1975" after having suffered a heart attack which confined him to home for a time.

Over the past 12 years the "translation was the least difficult," relates Scanlan, explaining that annotating, looking up footnotes, library research and the writing of an extensive introduction on the life of Albert "and his position in world esteem as a naturalist" was much more demanding.

(continued on page 4)

Distinguished professor at Mississippi State named dean of education here

Dr. Robert F. Schuck, a distinguished professor at the College of Education at Mississippi State University, has been named dean of the Rhode Island College School of Education and Human Development by President Carol J. Guardo.

In announcing the appointment, which takes effect August 3, Guardo commented that "we have confidence that Dr. Schuck will give vigorous and imaginative leadership to our education programs, and fully expect to see our School of Education and Human Development in the forefront during this time of resurgence in education."

Schuck replaces Dr. James D. Turley who resigned to take on the directorship of the Center for Educational Management at Rhode Island College. Turley, who had joined the college faculty in 1967 as an assistant professor of English, had served as dean since 1982.

Holder of advanced degrees in early and secondary education as well as in general science, Schuck, 49, has held faculty positions in education and medical education.

He has done extensive research and writing in these fields and served as editor of

the National Community Resource Workshop Journal and president of the Association of Teacher Educators.

Schuck became a high school general science teacher upon completion of his bachelor's degree in elementary education in 1959 at the State University of New York at Oswego. He continued teaching in the general science field while obtaining his master's in early elementary education, also at the State University of New York.

He obtained a second master's degree—in general science—from Syracuse University in New York, and his Ed.D. in secondary education from Arizona State University in Tempe.

Postdoctoral fellowships in medical education and Prussian history followed at the University of Southern California in Los Angeles and the Free University of West Berlin in Germany, respectively.

In 1965 he became a research associate at Stanford University in Palo Alto, Calif.; a faculty associate at Arizona State, 1966-67; an assistant professor of education at the

(continued on page 4)

Freshman orientation begins July 6

Rhode Island College Orientation '87 will begin on July 6 and run through July 28 in a series of two-day cycles.

Cycles will run every Monday and Tuesday and Thursday and Friday, beginning at 8 a.m. the first day and ending at 5 p.m. on day two. More than 130 students will participate in each cycle.

Directed by Dolores Passarelli of the Office of New Student Programs, orientation is designed to enable new students and their families to become familiar with the people, programs and services at the college.

All new freshmen are required to attend

one of seven cycles and spend two days on campus. The office will be assigning times on a first come, first serve basis. Arriving students will find their reserved rooms in Thorp Hall.

In addition to having discussion groups with faculty, staff and upperclassmen, students will be registering for their classes in the fall with the help of advisors.

The first day of each cycle will also have a "Parent's Program," to allow parents to raise questions about financial aid, housing or any other college-related subject, and meet with faculty and staff.

Call 456-8083 for more information.

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'Cabaret' again offers summer of light musical entertainment

Rhode Island College Cabaret Theatre, offering "a summer of light musical entertainment," will begin July 3 at the college's air conditioned Student Union Ballroom with selections from *Hair* and *Godspell* and songs by Gershwin and Porter.

This first show of the 1987 season will run until July 20. Opening on July 23, the second show will be a "Salute to Broadway" featuring songs from Broadway musicals from those of Kern and Berlin to the more current hits, *A Chorus Line*, *Les Miserables* and *La Cage Aux Folles*.

The season will close August 9.

Rhode Island College Cabaret began in 1972 and, except for a two-year hiatus, has been considered by many "a summer entertainment highlight ever since," according to Dr. Edward A. Scheff, managing director of Rhode Island College theatre and producer and director of this summer's Cabaret.

Performers, selected by audition in March, include Anthony Cinelli, Kim Smith, Donna Doiron, Jonathan Schaffir and Karin Lunde. Pianist Tim Robertson will serve for the second consecutive year as musical director. Dan Scheff will be on percussion. Choreographer is Madeline Marshall; Douglas Cumming, set designer; John Boomer, lighting designer; Tony Cinelli and Doiron, costume design.

Light refreshments will be available as in the past. Parking is free.

Tickets are \$6.50 Sunday through Friday and \$7 for Saturday performances all of which are at 8:30 p.m.



THEY DID IT at Rhode Island College on May 23. See pages 6 and 7. (What's News Photo by Gordon E. Rowley)

Focus on the Faculty and Staff

Donald C. Smith, professor of art, is visiting professor at the Yale Summer Program in Art and Music this month. He is presenting two lectures: "Concept as Appearance in the Paintings of Edwin Dickinson" and "The Use of Representation." The latter will cover Smith's own work.

Elaine Foster Perry, assistant professor in the communications and theatre department, recently was given the 1987 service award by the Educational Theatre Association of Rhode Island for her contributions to furthering theatre in the state's high schools.

In addition to her adjudication duties for the American College Theatre Festival in New England, Perry conducted a workshop on adjudication in conjunction with the New England High School Drama Festival in Maine this spring.

Perry also had served as an adjudicator for the Connecticut High School Drama Festival and the Rhode Island Community Theatre Association productions.

Dr. Peter S. Allen, professor of anthropology/geography, has been nominated to office in two professional groups, according to Anthropology Newsletter. He is candidate for one of the three positions of member-at-large of the Society for Visual Anthropology and a candidate for treasurer for the Society for the Anthropology of Europe. Elections will be held in September.

Dr. Judith A. Babcock, assistant professor of economics and management, was recently elected vice president of the Eastern Academy of Management. Her duties will include service on the board, supervision of the nominating procedure and presiding over next year's elections of the academy.

Dr. Francis J. Leazes Jr., assistant professor of political science, is the author of *Accountability and the Business State*, reportedly the first comprehensive study of the politics of federal corporations such as Amtrak and the FDIC.

Dr. Hanoch Livneh, associate professor of counseling and educational psychology, has co-authored *The Measurement of Attitudes Toward People with Disabilities: Methods, Psychometric and Scales*, which is being published by C. C. Thomas for fall distribution.

Do you need...

SUMMER RENTAL: Jamestown, water view, east passage. Two bedroom cottage. Available July, \$1,600. Call 781-3341 after 5 p.m.

WHAT'S NEWS AT RHODE ISLAND COLLEGE

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What's News at Rhode Island College (USPS 681-650) is published weekly throughout the year except during semester breaks by Rhode Island College News and Information Services, 600 Mt. Pleasant Avenue, Providence, R.I. 02908. Second Class postage paid, Providence, R.I.

Postmaster: Send address changes to What's News at Rhode Island College, News and Information Services, c/o The Bureau, 600 Mt. Pleasant Avenue, Providence, R.I. 02908.

DEADLINE

Deadline for submission of copy and photos is Tuesday at 4:30 p.m.

TELEPHONE

(401)456-8132

PRINTING

Beacon Press

Inaugural program, 'Perspectives' take CASE silver medals

The Rhode Island College offices of publications and alumni affairs are the winners of silver medals for their publications of the inaugural program and *Perspectives*, the alumni association quarterly magazine.

The Council for the Advancement and Support of Education (CASE), in announcing the 1987 winners in its annual Recognition Program, cited Robert K. Bower, publications director, and Holly L. Shadoian, executive editor of *Perspectives* and director of alumni affairs.

The inauguration program won its recognition in the Visual Design in Print category. The panel of judges evaluated 645 entries and awarded 25 gold medals, 38 silver and 17 bronze, said CASE.

In selecting the Rhode Island College publication for a Silver Medal, CASE noted "the large and very competitive category" and expressed its congratulations. "You and your institution should be pleased," wrote Bill Freeland, host coordinator.

The alumni magazine was one of 58 evaluated by a six-member jury which also evaluated 60 tabloids or newsletters in the Periodicals Improvement category. They awarded five gold, seven silver and six bronze medals to "the periodicals exhibiting the most dramatic improvement."

Tenure awards announced

Tenure has been approved for nine Rhode Island College faculty members by the state Board of Governors for Higher Education, it was announced in May by President Carol J. Guardo.

Additionally, two who have received tenure have also been promoted. They are Drs. Mary M. Wellman of the counseling and educational psychology department and Kathryn M. Kalinik of the English department, both from assistant to associate professor.

Others receiving tenure are: Dr. Maryann Bromley, assistant professor in the School of Social Work; Dr. Joao P. Botelho, assistant professor of secondary education; Dr. David M. Harris, assistant professor, and Dr. Stephen P. Ramocki, associate professor, both of the economics and management department.

Also, Dr. M. Brinton Lykes, assistant professor of psychology; Dr. Vivian R. Morgan, assistant professor of mathematics and computer science, and Dolores M. Harrison, assistant professor of nursing.



CAROLYN BISSONNETTE RECEIVED the Outstanding Graphics Student award from the Providence Club of Printing House Craftsmen in recognition of her outstanding performance in the Graphic Communication Technology Program of the industrial education and technology department. She received her B.S. in May.

Research and Grants Administration: Request for proposals

(The Office of Research and Grants Administration will be providing information about requests for proposals (RFPs) on a regular basis in this column. Anyone interested in obtaining further information or applications and guidelines need only circle the number of the RFP on the coupon below and send it to the office in Roberts 312.)

1. American Philosophical Society: Basic Research Grants in All Fields of Learning: These awards support basic research in all fields of learning by those holding a doctoral degree or the equivalent. Grants are intended to help defray research costs such as travel and the collection and preparation of materials. The maximum award level for a full professor is \$2,500. Approximately 25 percent of applications are funded. This program has Feb. 1, April 1, Aug. 1, Oct. 1, and Dec. 1 deadlines. NEXT DEADLINE: Aug. 1.

2. Organization of American States: OAS Fellowship Program. Fellowships support research or advanced graduate study in any field except medical sciences. Awards are made for periods of three months to two years and are tenable in any OAS member country. Stipends cover travel, tuition and living expenses. Candidate must provide evidence of acceptance at university or research site, or demonstrate that adequate facilities will be provided for the research. DEADLINE: Aug. 31.

3. National Research Council: Postdoctoral Associateships Program. Stipends for recent doctoral degree recipients and senior investigators to engage in basic and applied research at federally supported labs and research facilities. Most programs are open to both U.S. and non-U.S. nationals. Stipends begin at \$26,350 a year. Areas of research include: chemistry, earth and atmospheric sciences; engineering and applied sciences; biological, health, and behavioral sciences, and biotechnology; math; space and planetary sciences; and physics.

Except for a few, all participating agencies have three deadlines - Jan. 15, Apr. 15, and Aug. 15. DEADLINE: Aug. 15.

4. National Science Foundation: Science Education: Teacher Preparation and Enhancement Program. Supports projects to improve the teaching and learning of science and math in three program areas: Teacher Preparation (Oct. 15 and April deadlines) supports innovative projects in preservice preparation of science and math teachers; Teacher Enhancement (Feb. 1 and Aug. 1 deadlines) seeks to improve the quality of instruction for inservice science and math teachers; and Science and Math Education Networks (no deadline) supports local, regional, or national networks to share information relating to the teaching and learning of math and sciences. NEXT DEADLINE: Aug. 1.

5. American Council of Learned Societies: Supports postdoctoral research in the humanities. In addition, the Council supports social science and humanities research on specific countries or regions of the world, including China and East Europe. All programs are limited to individuals holding the Ph.D. DEADLINE: Sept. 30.

Office of Research and Grants Administration

Please send me information on the following programs: (Circle programs of interest to you.)

1. 2. 3. 4.
5. 6. 7. 8.

Name:

Campus Address:

6/22/87

Surdut Pool opens

The Rhode Island College's Surdut swimming pool summer schedule goes into effect from June 22 to August 28.

Under the direction of Michael McKenna, "a diverse, quality program of aquatic activities will be offered during this ten-week period," reports the athletic intramurals/recreation department.

The hours of operation are from 9 a.m. to 7 p.m. Monday through Friday, and from 12 noon to 4 p.m. on Saturdays.

The fee for the season is \$5 for college students and \$10 for college faculty and staff. Fee for the individuals from the community is \$30 for the season pass and families \$90.

All individuals using the pool are required to have identification. Positive proof for individual members of the families will be required.

College submits new FIPSE proposal

Rhode Island College has submitted a new grant proposal to the Fund for the Improvement of Postsecondary Education, FIPSE.

Entitled *Linking Faculty Incentives to Student Performance*, the proposal was organized and written by five different groups at the college.

The office of the provost helped coordinate the writing of the proposal by chemistry, nursing, social work, sociology and special education departments.

Additional money for incentive programs was included in the proposed budget for other departments interested in participating in the project.

Copies of the proposal were sent to department chairs. The provost encourages those faculty members who wish to review the material to contact their department chairs or his office.

The college will be hearing from FIPSE in July or August.

Three industrial ed students get Thomas King Scholarships

Three Rhode Island College industrial education and technology students are the recipients of the Thomas G. King Scholarship Award, presented at the annual Rhode Island Technology Educators (RITE) Association dinner June 1 at the Warwick Area Vocational School.

They are John Holden of Putnam, Conn., and Rene Horent of Woonsocket, both of whom will be seniors next fall, and Maureen Magill of Lincoln, who will be a junior.

The award provides several hundred dollars to each for his/her education.

Funded by Mrs. June King through the RIC Foundation in memory of her husband who founded the industrial education and technology department at RIC, it is "the fastest-growing scholarship fund at the college," according to Dr. James G. McCrystal, associate professor of industrial education.

McCrystal presented the awards this year for Mrs. King who was unable to attend.



ROBIN CLARKE was awarded third place in the Providence Club of Printing House Craftsmen's Gallery of Superb Printing—Junior Craftsmen Division. Her winning entry was a booklet of poems in calligraphic writing, designed and printed in two colors and finished by Robin. She received a B.S. in Industrial Technology in Graphic Communication Technology.



ROSE BUTLER BROWNE AWARD WINNER for 1987, Cynthia Lawson of Providence (right) displays her certificate presented May 20 at an awards luncheon at the college Faculty Center. College president Dr. Carol J. Guardo and Dr. Gary Penfield, vice president for student affairs, are at left. The annual award recognizes a student with leadership potential by assisting him/her in acquiring some of the cultural tools needed for success. It was established in 1976 in honor of Dr. Browne, a distinguished alumna, who in 1939 became the first black woman to earn a doctorate in education from Harvard University. (What's News Photo by Gordon E. Rowley)

34 high school students graduate from R.I. College Upward Bound

Some 34 students from Shea, Mount Pleasant, Central Falls, Central and Hope high schools successfully completed the 1987 Upward Bound program at Rhode Island College and were presented certificates at a dinner May 21 in the college Faculty Center.

All have been accepted by a college or university for fall entrance, according to Mariam Z. Boyajian, director of the program at Rhode Island College which is one of 400 federally funded Upward Bound programs nationally whose purpose is to prepare economically disadvantaged and first generation students for college.

Keynote speaker was Donald Brown, director of the African, Hispanic, Asian, Native American (AHANA) student programs at Boston College. He spoke on the "Challenges Awaiting Graduates."

Kelly Ashley of Providence, who attended Mount Pleasant High School, was winner of the second annual Thomas F. Lavery Scholarship as outstanding student in the program. Presented this year by Dr. Kenneth R. Walker, associate professor of secondary education, the scholarship is in honor of the late professor emeritus who had been the first director of the program here.

Boyajian and Dr. Gary M. Penfield, vice president for student affairs, presented the certificates.

The graduates by high school and their intended colleges are:

SHEA

Ernestina Andrade, Fisher Junior College; Milton Fortunet, University of Rhode Island; Manuel Vale, Rhode Island College.

MT. PLEASANT

Kelly Ashley, Boston College; Linda Bowe, Rhode Island College; Dawn Braswell, North Carolina A&T; Nilda Caraballo, Boston College; Boupia Chanthavong, URI; LaShonna Delgado, URI; Letitia Jackson, Boston College; Valeska Munoz, URI; Fiordaliza Raposo, Rhode Island College; Bangone Souphida, URI; Lao Lee, URI; Hong Ou, URI; Laura Colon, Boston College; Manisone Souphida, URI.

CENTRAL FALLS

Julian Barsoum, Community College of Rhode Island; Elkin Estrada, Brandeis; Ruth Gil, Boston College; Levis Guzman, URI; Estelle LeBeau, Bates; Maria Zuleta, URI.

CENTRAL

Mercedes Candelario, Boston College; Elda Castillo, Emerson; Rhonda DiCecco, Rhode Island College; Fausto Garcia, Rhode Island College; Nancy Hall, URI; Kimberly Kelly, Rhode Island College; Tou Khang, URI; Luis Pelaez, URI; Ilidio Sequeira, URI.

HOPE

Thai Cha, Providence College; Angelina Lawson, Rhode Island College.

New emeriti additions announced

Three more Rhode Island College professors were appointed to the rank of Professor Emerita and Emeritus.

In recognition of their distinguished careers at the college, President Carol J. Guardo awarded the rank to Marion I. Wright of the anthropology/geography department, Nancy Sullivan of the English department and Roy Frye of the educational leadership, foundations and technology department.

The decision is based upon the unanimous recommendations by the departmental advisory committees and endorsements by Dean David L. Greene and Provost Willard F. Enteman.

Marion Wright joined the college faculty in 1946, shortly after graduating from here. She has been a full professor for 22 years and been given the honorary title Dean of the College, by the late President David E. Sweet for her long involvement in all aspects of the college.

the URI and Brown University before joining the English department here in 1963.

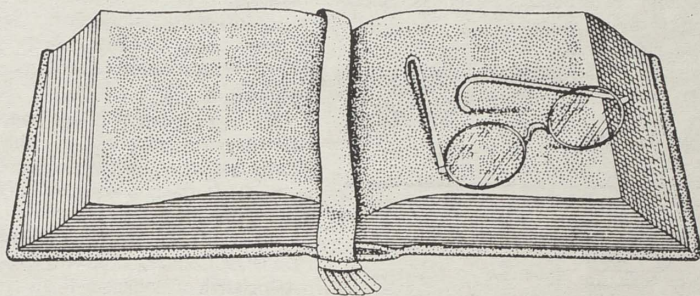
She was the first Thorp Professor chosen from the college's Faculty of Arts and Sciences. She has served on various committees throughout her 24-year career as a faculty member here.

She received a National Endowment for the Arts fellowship in creative writing and is a fellow of the Corporation of Yaddo and the MacDowell Colony.

Her publications include poetry books and various articles in journals and anthologies. She worked with the Poetry in the Schools project in Rhode Island and with public library groups here and Connecticut under the sponsorship of the Academy of American Poets.

She has also given many poetry readings at colleges throughout the country.

Roy Frye joined the educational leadership department in 1971 (formerly instructional technology department) with the



In addition to serving on the Council of Rhode Island College every year she was eligible, she has been a repeating member of nearly all the standing committees of the college.

Widely known for her scholarship on the state geography, Wright is the co-author of *Rhode Island Atlas*, the first of its kind, and has published other works on teaching geography for the National Council for Geographic Education, the Providence School Department, and Ginn and Company textbooks.

She has traveled to 89 countries and has integrated her field studies into her classroom teaching.

Wright has also served as a consultant on many grants and projects.

A Rhode Island native, Nancy Sullivan received her B.A. from Hunter College of City of New York, her M.A. from the University of Rhode Island and her Ph.D. from the University of Connecticut. She taught at

assignment to design and implement a graduate program in instructional technology, the first such program in Rhode Island.

Department chair for three terms, teacher of photography and graphics, he helped the program grow to include two graduate degrees.

He also established ongoing working relations with various community agencies. As a result of his efforts, the department has completed over 50 seminar/workshops with the Division of Training for the state government.

Prior to joining the college, Frye was an assistant director of a program at the University of Texas, later became the president of his own media company and the executive vice president of a media production company in Massachusetts.

His list of publications include an illustrated history of a unit of the Rhode Island National Guard.

He has since left the college and moved to New Mexico where he continues an active professional life.

HBS 6th graders graduate

Some 39 sixth graders at Henry Barnard School here were given a reception June 19 in the school cafeteria in recognition of their completion of studies at Barnard.

The students (listed below), their families and members of the school faculty attended the end-of-year function which serves as graduation for the class. It was organized by the home room mothers under the direction of June Yick.

The graduates are: Ronald Bernier, Donato Cecere, Peter Chabot, Chris Chiappinelli, Jessica Cioci, Michael Clayborn, George Coombs, Stephanie DeMizio, Reagan Donnelly, Andre Dursin, Christine Foley, Adrienne Gagnon, Sean Gerbi, Antonio Gianfrancesco, Jameson Goff, Caroline Hanni, Delara Kheradi, Michael Laprey, Christopher Lee and Bethany Lupo.

Also, Brendan Magarelli, Joshua Martiesian, Simone McCarter, Damian McKenna, Shaw Neilson, Christopher Nerney, Quenby Olmstead, Daniel O'Neil, Andrea Pires, Andrew Rourke, Kristine Royal, Chloe Shehan, Jessica Smith, Bethany Sousa, Shemeeka Spratt, Leon Taylor, Ryan Taylor, Charles Walker and Lily Whelan.



ERECTING NEW SIGN at Fruit Hill Avenue entrance to college last Wednesday are workers from Bonner Monument as Vice President John Foley and Alumni Director Holly Shadoian look on. Weighing over four tons, the Westerly blue granite was cut from a 16-ton rock.



WINNER OF LAVERY SCHOLARSHIP in the Upward Bound Program at Rhode Island College this year is Kelly Ashley of Providence. Dr. Kenneth Walker, associate professor of secondary education, makes the presentation at recent graduation dinner at the Faculty Center. Winner of the Thomas Lavery Scholarship is considered the outstanding graduate in the program which prepares disadvantaged/first generation students for college. Some 34 seniors from five area high schools completed this year's program. (What's News Photo by Gordon E. Rowley)

Colleges eye Buffalo murder trial

Could mean muddled admissions, new student behavior rules

by Lisa Jean Silva

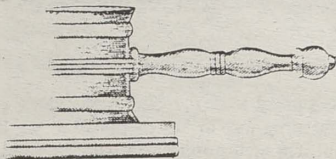
(CPS)—In a case that colleges throughout the nation are watching intently, a New York court will decide next month if the State University of New York College at Buffalo is liable for a student's murder of another student.

If the Court of Appeals—the state's highest court—rules against the college, it could force colleges nationwide to become more responsible for their students' actions, greatly complicate admissions procedures and maybe even lead campuses to impose tighter rules on students.

"This," wrote the American Council on Education (ACE) in a friend-of-the-court brief, "would force colleges radically to change their admissions procedures" and impell them to take greater control over students' lives.

Jason Lindower, controller at St. Mary's College in South Bend, Ind., is "extremely alarmed" by the case.

The Buffalo case revolves around ex-convict Larry Campbell, who was admitted to the college in 1975 through a program designed to let disadvantaged people—including parolees—get an education.



But in 1976, Campbell raped and murdered student Rhona Eiseman, whom he knew socially, according to defense attorneys. Campbell fatally stabbed a second student and seriously injured a non-student roommate of Eiseman's.

Eiseman's parents, however, sued the college for \$1.5 million, saying it was wrong for admitting Campbell in the first place.

Two lower courts already have agreed with the parents, ruling SUNY should have checked with Campbell's prison psychiatrist and consequently denied him admission to the school.

In recent years, Syracuse, Indiana, Illinois, Penn and Clarkson University in New York, among others, have been sued by

relatives of students who had been killed on their campuses.

Lawsuits over student injuries are even more frequent. During the last year, students or their parents have sued The Citadel, Northwestern, Iowa, Cal-San Jose and Ohio State, among other schools.

While the verdicts in the cases that have been resolved varied, the Buffalo case frightens administrators more because it more clearly holds colleges responsible for students' behavior.

Buffalo State, Judge Dolores Denman wrote in her opinion, should have had "rational criteria for screening" applicants who were "incarcerated felons."

Denman suggested Buffalo should have checked the psychiatric records of the applicants it got through the special admission program, but admissions officers say they can't do it.

"Most of us don't check the psychological background of entering students," notes Dr. Greta Mack, dean of admissions at Arkansas State.

Moreover, a Campbell-like tragedy "could have happened anywhere. Psychological problems are not limited to ex-cons."

Such information also is hard for admissions officers to get.

"A lot of times you can't collect," says J. Douglas Conner, head of the American Association of Collegiate Registrars and Admissions Officers in Washington, D.C.

"There are a lot of prohibitions by regulation and law as far as getting certain information," he adds. "You can't ask age, sex, marital status, race or handicap status."

Adds Buffalo administrator Mary Lib Meyers, "There is no prerequisite that you must reveal whether you've been to prison."

"You can't really use (criminal background information in the admissions decision) anyway," complains ACE lawyer Sheldon Steinbach. "What would you do? Put all convicted rapists in one dorm?"

It is, in fact, the lack of answers that upsets St. Mary's Lindower most.

"I'm responsible for security here," he says. Conscious that students would hold St. Mary's liable if an intruder got into a dorm, "we're always closing and locking doors that students leave open."

"And yet it's the students who are the very ones who cause the liability to arise."

In an April, 1986, review of 600 student suits filed against colleges between 1970 and 1985, University of Louisville Prof. Donald

Translating 'De animalibus' means 600-page book

(continued from page 1)

Having studied pre-med under the Dominican Friars at P.C., he was apparently drawn to Albert, a Dominican, whom Scanlan says "was probably the greatest naturalist of all over a 1,600-year period — from the 1st to the 16th Century." A naturalist of sorts himself, another of Scanlan's hobbies is "mineral hunting."

Contributing to Albert's expertise as a naturalist, Scanlan feels, was probably the extensive walking Albert was required to do as prior provincial in the Teutonic provinces where he had to visit 33 Dominican houses spread over a wide area. Friars were not then permitted to ride animals. This walking had allowed him close personal observation of his natural surroundings.

"His genius was somewhat neglected," says Scanlan, observing that Albert was "over-shadowed by his pupil, Thomas Aquinas."

As an undergraduate, Scanlan, with fellow senior Adolph Motta, had formed the Albertus Magnus Society, at P.C. for pre-med students which is still going strong.

After graduation from P.C., Scanlan went on to Harvard Medical School for his medical degree. He did his internship at St. Joseph Hospital in Providence and his residency in internal medicine at the University of Pittsburgh.

He was from 1950 to 1955 assistant superintendent of health for the City of Providence.

He joined the Rhode Island College staff as health director in 1970, having maintained a private general practice before and a somewhat limited practice since.

In addition to his many professional affiliations he is an active medical staff member at Roger Williams General Hospital and an *emeritus* staff member of St. Joseph's.

He has published in the medical field and written book reviews for the *Providence Journal*.

His honors include those of Distinguished Public Service Award from the Boy Scouts of America in 1972 and designation as an Affiliate of Brothers of Christian Schools in 1976 in Rome.

Doctor Scanlan and his wife, the former Mary V. (Crickett) Scanlan, are the parents of five children and seven grandchildren.



FRONTSPIECE based on unfinished sketch by Fritz Eichenberg.

★ DEAN

(continued from page 1)

University of Connecticut, Storrs, 1967-69; an assistant professor of medical education at the University of Pittsburgh, director of the Division of Research in Medical Education and several other overlapping positions there from 1970-85.

He was named Senior Fellow in 1985-86 of the W.R. Shiner Foundation in Pittsburgh, and a Distinguished Visiting Professor at Mississippi State in 1986-87.

Schuck holds membership in a number of scientific and professional organizations.

AIDS Resources

for information, support and health care.

At Rhode Island College:

Dr. Thomas Pustell 456-8094
Counseling Center

Dr. James Scanlan 456-8055
Health Services

Mary Olenn, R.N. 456-8061
Office of Health Promotion

In the community:

AIDS Hotline 1-800-221-7044

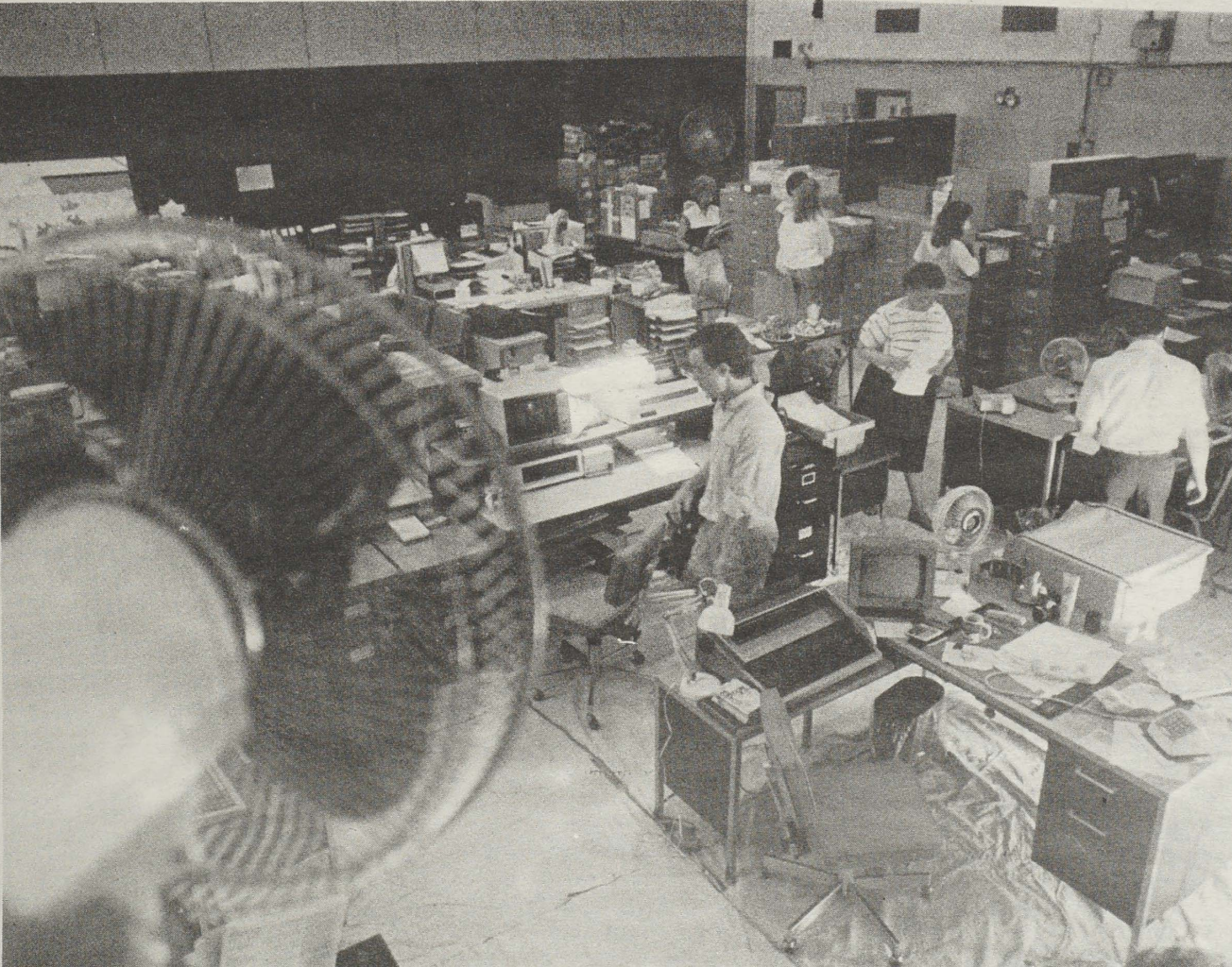
R.I. Gay Helpline 751-3322

Project AIDS/RI 277-6502

R.I. Department
of Health 277-2362

Fenway Health
Clinic 1-617-267-7573

Temporary quarters for Craig-Lee office staff



MAKING DO in Henry Barnard School Gym are staff members from some of the offices in Craig-Lee Hall from which asbestos is being removed this summer. Reportedly, some 20 fans are being used to combat the early summer heat.

Christine Hennessy: Ballerina, Teacher and Lots More

by Asli G. Hines

The small white building behind the School of Social Work on campus looks at best like a storage facility for the college. But in it "lives" a famous ballerina who has turned this old barn into a home for one of the most accomplished dance companies in the state. Her life evolving from the love of ballet now centers around teaching it here.

Besides teaching at Rhode Island College, Christine Hennessy instructs the professional dancers of her company, The Festival Ballet, in this dance studio. She also oversees the classes of company's official school, the Dance Academy. All of this has come about after a "wonderful gypsy life," touring around the world as a principal ballerina.

A native of Providence, Ms. Hennessy left her home state at 15 to study ballet at Ballet Russe School in New York. After joining Ballet Russe de Monte Carlo, she later toured Europe with groups such as the American Concert Ballet and American Festival Ballet. Upon returning to the United States she joined Joffrey Ballet of New York as a principal dancer. When dancing for the Royal Winnipeg Ballet as a ballerina, she won the Best Dancer's Prize at the Paris International Festival in 1969.

She has been teaching at the college for almost seven years, first as an instructor of an 8-week ballet class, later as a part-time teacher of beginning and intermediate ballet courses.

This diminutive woman of striking elegance is a walking definition of a ballerina. In the words of Agnes De Mille, "she is slight, tiny, exquisitely proportioned as delicately articulated as a flowering branch."

Defying her elf-like image, she has a deep, husky voice which exudes authority and self-confidence.

Yet, 50-year-old Hennessy hardly fits the stereotype of a formidable ballet teacher. Although she admits not giving much praise to her students, she firmly believes in training a committed dancer in a positive manner.

"There is too much joy in movement, too much fun to be had," she says stressing the words. "The reason," she adds emphatically, "the motivation to move is out of joy," and it is up to the teacher to enforce that joy in training a dancer.

Given the nature of classical ballet training which requires a rigorous long-term commitment, "it was hard to teach an 8-week course at the college," she remembers. There were many students who took the class not out of love for the art but to get easy credit. "But that has changed in the past two, three years," she affirms. "The level is better now and the students are better. I feel comfortable teaching there."



CHRISTINE HENNESSY teaches at her studio at 5 Hennessey Ave., North Providence. "The purpose of this school was to pass on what I knew to train a new generation of talented dancers." (What's News Photo by Gordon E. Rowley)

"But I would dearly love to see the day they offered dance major at the college," she says of the dance program here, which offers dance only as an independent study.

"I'd love to see the program go somewhere positive," she says. "There's no other college in the state that really has a better program or that is close to what is being offered here."

She has been talking to the department chair about adding a new ballet course between the beginning and intermediate levels. "I have encouraged to bridge that gap," she says. "When they start a beginning class in September, some of the students are not

ready for intermediate by Christmas. And to lower the standards is not fair to those who are."

Her conviction in developing the program here comes not only from her devotion to ballet, but also from a her philosophy that the foundation of all dancing is ballet training.

"Classical ballet training is the only training that allows you to do it all," she says challenging the popular belief that ballet is a stiff and unyielding dance form. "It builds the most solid background," a basis from which to branch out to other forms of dance.

"To me classical ballet is not rigid, but that's because, as I progressed through my professional life, I have used my technique as a tool, as a way to express what was demanded of me. Because of my technique," she pauses, "I felt free."

Although serious training years are between 10 and 16, beginners at college could very well pursue professional dancing. "It is amazing what they can do," she affirms, "if they apply themselves."

The professional life span of a dancer can be as long as 20 years, she says, "depending on the stress your body can take. Some people dance well into their 40s while others have to stop much before that."

She stopped dancing when she was 35, though it was neither related to health nor performance. "Shortly after I had my daughter, I was invited to do a tour in South America with some important people. I thought 'Great! I'm going to dance with mous dancers, do a great tour.' I even made arrangements for my daughter to be taken care of. But I realized I couldn't leave her. Once I realized I couldn't leave her, the decision to stop [dancing] evolved from that."

Following this decision, she eventually formed her own company and started training professional as well as recreational dancers.

Ever since she started dancing, she also had been teaching ballet. "Teaching came naturally to me," she says. "Although once I started doing it on a day-to-day basis, I realized it wasn't that easy."

After giving up professional dancing she became a woman wearing many hats. "My title at RIC is part-time faculty, my title at

Dance Academy is co-director, my title at Festival Ballet is artistic director and my title at home is MOM."

After years of focusing only on dancing, it was hard to adjust to "real life," she confides. Along with the daily responsibilities of raising her children and worries of meeting mortgage payments came the hard work of creating a dance company in a state where "there is no great dance audience" but a need to build interest.

Although the 26-member (with eight dancers on the payroll) company is still not a household name after nine years, she believes "hopefully in time [recognition] will come." But the local media have responded positively and been supportive of their efforts.

By the end of this year they will have had 21 performances ranging from classics such as Nutcracker to more modern pieces.

"A well-organized ballet company can do

it all. They can give storybook classics, they can do modern choreography, they can do Twyla Tharp, and they can go back, put on their pointe shoes and give a Balanchine."



"SHE IS SLIGHT...as delicately articulated as a flowering branch."



CHRISTINE HENNESSY

Commencement '87: All Smiles!

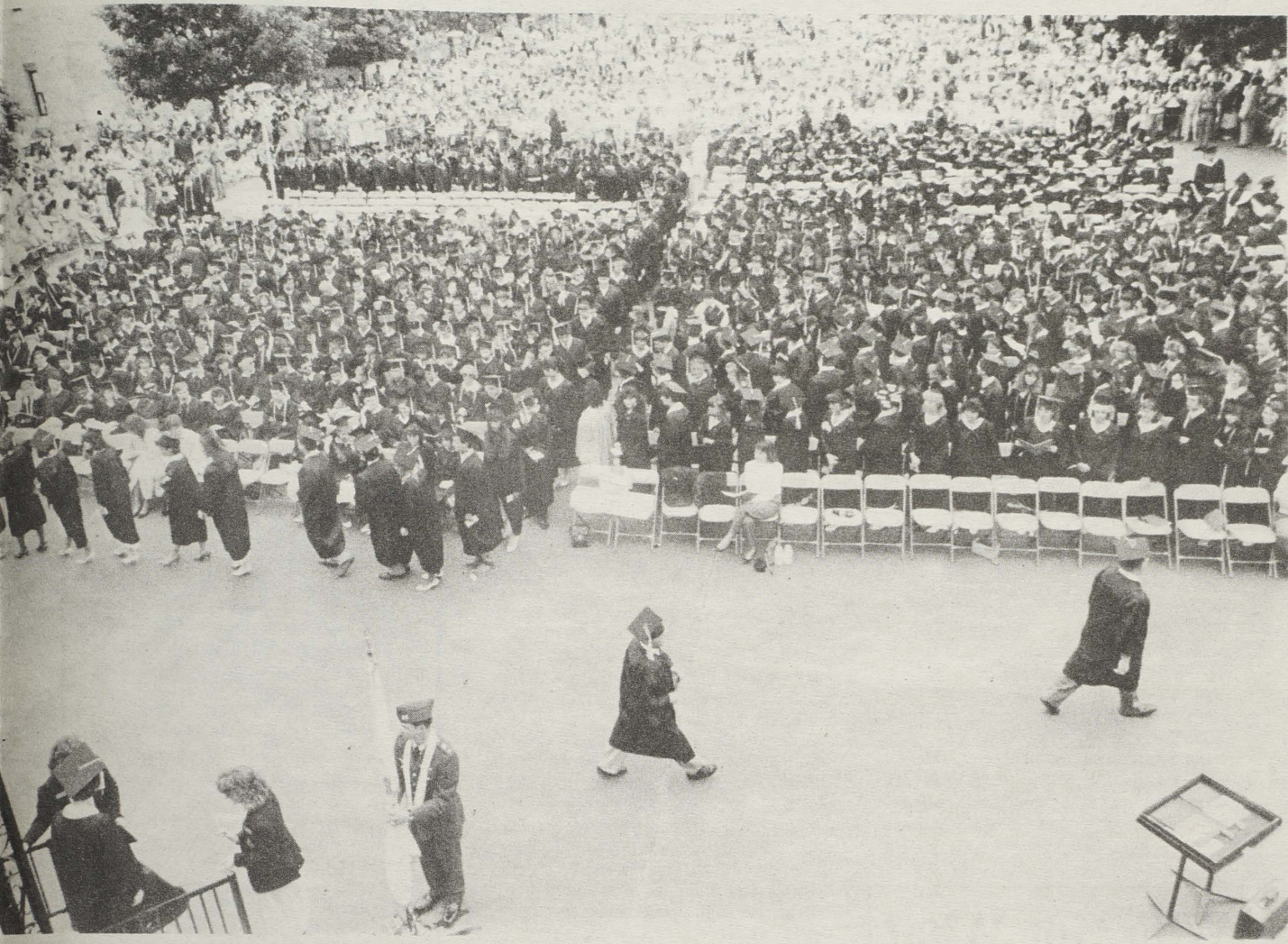


It was a day of all smiles when more than 1,000 Rhode Island College graduates received degrees on Saturday, May 23. Approximately 800 undergraduate and almost 300 graduate degree candidates received their diplomas on the esplanade in front of Walsh Health and Physical Education Center. (From left to right) Kathy Bouvier waits in anticipation for her big moment; Lisa M. Cashman smiles with joy as she receives her diploma; Richard Housman hugs his girlfriend Sue Golomb who hired an airplane to relay her message. One of the four honorary degree recipients soprano Eileen Farrell applauds the speaker of the day, also an honorary degree recipient Dr. Alexander Astin.



*What's News Photos
by
Gordon E. Rowley*





CONGRATULATIONS RICK HOUSMAN LOVE SUE



'Highly biased' grant system discussed

Growing number of colleges nationally getting impatient with system which makes 'rich get richer'

by Susan Skorupa

WASHINGTON, D.C. (CPS) —Some schools, claiming they are getting shut out of lucrative government research grants, met in Washington recently to try to get some of them.

A group of campus leaders from across the country met here to try to keep the old system of handing out research grants—some \$5.6 billion was distributed in 1984—from devolving into a chaotic competition between individual colleges around the country.

A number of campuses have grown increasingly impatient with the system, which seems to funnel most of the money to the Johns Hopkins, Stanfords and Massachusetts Institutes of Technology of the world.

One hundred campuses—out of a total of 3,300 in the country—get close to 90 percent of the grants the federal government makes each year.

The government normally gives the money to the National Science Foundation (NSF) to distribute, but cries of NSF favoritism and hopes of getting some money have led some schools in recent years to ask Congress for grants directly, without going through the NSF first.

One observer called it a "highly biased" system that excludes many small colleges.

The system does tend to favor the same universities year after year.

In a report released just before the campus leaders convened in Washington, the General Accounting Office (GAO) found the same few universities still are getting most of the money.

Sixteen of the 20 universities that received the most federal research money in 1967 also got the most federal research money in 1984, the GAO found.

"That NSF listing is not completely illogical," concedes Charles Kaars, director of sponsored programs at the State University of New York at Buffalo, which came in 98th on the NSF's list of top 100 grant winners.

"Schools that are successful at this have the top-quality people, who attract more top people. Once a department is established, it's very competitive in getting federal research money."

Richard Benhoff of the NSF argues all its decisions are based on "merit," and that the money goes to the schools that have the "ability to best conduct research."

Others agree the top schools get the most money because they are the top schools.

"History speaks for itself," says Joe Banks, of the Southern Regional Education Board, an advocacy group for southern colleges and universities.

Banks notes that "Johns Hopkins, for instance, which is the number one school on the list, is well equipped to do applied physics research in a way few others can."

"Most schools in the top 100," Benhoff adds, "are also in the top 100 in other surveys that measure science and engineering resources."

But, with money in short supply among most of the other campuses in the U.S., some schools have been less willing in recent years to cede such riches to Johns Hopkins, regardless of how well-equipped it is.

Dean Prince, manager of the Georgetown project, called criticism of the lobbying effort "not valid" because the university's experience in energy research made it "the most qualified to do this."

Critics feared the project would drain funds from the pool of research grants the NSF distributes.

But a spokesman for another northeastern college calls the NSF's traditional peer-review system "a good-old-boy" network that cuts smaller schools out of competition.

"Once a project goes through the peer-review process, you can feel fairly confident it will go to one of the top 20 schools," says the spokesman, who asked to remain anonymous.

"Last year, we were accused by other schools of going beyond the peer review process, and it almost cost us the research money we already had. It's a highly biased process, and we're just trying to get our share."

But to schools among the top 20 grant getters, such direct lobbying smacks of "pork-barrell politics" that will do "serious and lasting damage to the nation's research enterprise," says Arthur Sussman of the University of Chicago.

Sussman was among the panel members who met in Washington to concoct ways to spread research grants among more campuses.

The panel suggested top grant providers like the Pentagon, the NSF and the National Institutes of Health conduct regular competitions for new buildings each year.

"The federal government," SUNY-Buffalo's Kaars explains, "needs to say, 'we want to see this facility built, and we're taking bids on the project.' Quite often, such a system would see that facility built at one of the top 20 schools, but they would make the best use of it."

The panel, commissioned by several higher education lobbying associations, also suggested college lobbyists should encourage schools to accept some rating system by which Congress can screen their requests for funds.

Anything would be better than a chaotic system of individual colleges lobbying in Congress on their own, Kaars says.

"Direct lobbying is a worrisome problem, especially for building research facilities," he says. "Some places don't have the staffs to support the facilities they want to build."

Kaars believes schools can improve their chances of winning federal grants without lobbying directly.

SUNY-Buffalo moved from 98th on the 1984 list to 54th in 1985 through "hard work," Kaars explains.

And some southern schools recently have moved into the top 100, Banks adds.

"Those that commit can improve their ranking over time," he says. "They can establish endowed chairs that will draw top names, and they can get their states to establish matching grants for research."

"We're right on the borderline of dropping out of top 100," admits Wayne State University research director Dan Graf. "But where we are today is a result mostly of what we failed to do, not of what other schools have done."

Who Got What

WASHINGTON, D.C. (CPS) The federal government provided \$5.6 billion to universities for research in 1984, and 86 percent of that money went to the top 100 universities.

The top 20 campuses—an even more elite group—received 42 percent of all federal money spent in universities on research and development, 46 percent of all National Science Foundation (NSF) research money and 44 percent of all National Institutes of Health funds. The top 20 recipients in 1984, followed by their 1967 ranking, were:

1. Johns Hopkins (15); 2. MIT (1); 3. Stanford (7); 4. University of Washington (13); 5. Columbia University (3); 6. University of Southern California (8); 7. Cornell (11); 8. University of California-San Diego (not in top 20 in 1967); 9. University of Wisconsin-Madison (10); 10. Harvard (4); 11. Yale (17); 12. University of California-Berkeley (6); 13. University of California-San Francisco (not in top 20 in 1967); 14. University of Southern California (not in top 20); 15. University of Minnesota (12); 16. University of Illinois at Urbana-Champaign (5); 17. University of Chicago (9); 18. Pennsylvania State University (not in top 20).

New York University, Duke, the University of Maryland and Princeton all made the top 20 in 1967, but not in 1984.

The NSF ranks the schools by the amount of money they received.

Claim aid cuts driving blacks from college

(CPS)...Student aid policies are driving black students out of colleges nationwide, two leading education groups have reported.

In examining the records of 2,380 students at 38 campuses, the groups concluded federal student aid cuts are the reason why black enrollment nationwide has fallen anywhere from 3 to 11 percent since 1980.

A U.S. Department of Education official, however, calls such conclusions "false, pathetic and malicious."

The authors of the report—called "Access to Education"—disagree.

"These students, absolutely the truly neediest, are being badly hurt by a federal aid policy that asks many to take out college loans bigger than their families' incomes," complains Richard Rosser, president of the National Institute of Independent Colleges and Universities (NIICU), which co-sponsored the project.

Report says needy students hurt by federal aid policies

The study—released April 1 by NIICU and the United Negro College Fund—asserted that students at private, historically black colleges are bearing the brunt of the new policies.

The U.S. Student Association and the American Council on Education estimate that more students are competing for roughly 20 percent fewer student aid dollars than were available in 1980.

Tighter rules for getting Guaranteed Student Loans (GSLs) have been especially hard on minority students, campus officials add.

Most private black colleges, moreover, don't have big enough endowments to make up for federal cutbacks with aid programs of their own, the report noted.

"We're dealing with a population that's largely dependent on federal aid," agrees LaRue Peters of Howard University's financial aid office. "For the most part, federal aid is in the form of loans now because 'free money'—grants and scholarships—is not available."

U.S. Dept. Education says conclusion is false

"Here, a large percentage of students are graduate and professional students studying medicine or law," Peter says, "and many don't qualify for aid. Under the new GSL regulations they can't get loans, so they're dropping out."

And the trend away from grants and scholarships worries poorer students, many of whom owe thousands of dollars of debt when they graduate.

"It's reaching a point where students don't want to get into that kind of debt," says Clifford Jackson, aid director at Alabama's Selma University.

"I would say 75 to 80 percent of our students' families fall below the poverty level. While they could qualify for Pell Grants, the trend has moved away from grants."

In a separate report, the U.S. Department of Education last week said statistics suggest that students who get grants and scholarships that don't have to be repaid are more likely than borrowers to stay in school.

In 1979-80, grants made up 53 percent of all federal aid to students at the United Negro College Fund's 43 member institutions. That figure dropped to 37 percent in 1984-85, the "Access to Education" study found.

But Bruce Carnes of the U.S. Education Department disputes there is even a significant drop in the number of black students on campuses, much less that federal policies may have caused it.

Calling the report's allegations "false, pathetic and malicious," Carnes says 19.8 percent of the nation's 18-to-24-year-old blacks attended college in 1985—a drop of nearly three percent from 1976—but the percentage is climbing.

"From what we can tell, (black students) are going to college in greater numbers than in the past six or seven years."

Yet the American Association of State Colleges and Universities claims the number of black students attending college has dropped by 11 percent since 1976, even though 30 percent more black teens are completing high school.



VIEWING THE PORTRAIT PHOTOGRAPHS of past Rhode Island College presidents which were unveiled recently in the Board of Governors Conference Room in Roberts Hall are President Carol J. Guardo (left) and Virginia Luxenburg, assistant to the president.

R.I. College archaeologists guide 3rd graders in search of a neighborhood's past

Willard Avenue: 'It was great!'

by George LaTour

To a scruffy kid playing in the backyards of the three-decker wooden tenement houses in the heart of South Providence in the early 1940s, one of the most exciting places possible to visit via a short walk was Willard Avenue.

Just a street name, but it had connotations of so much more.

It stood for an area vaguely defined then as that bordering Willard Avenue which runs between Broad Street and Prairie Avenue.

It was a wondrous place...quite different from the rest of his world.

"Willard Avenue" was heavily populated by Jewish immigrants and their offspring, immigrants who had come mostly from Russia and Poland at or around the turn of the century and who remained as a community within a community for some 50 years thereafter.

The sights were different. So were the sounds and even the smells.

There were—to him—a preponderance of old men with long white beards and black skull caps, dressed in white shirts and black trousers which were always, it seemed, held by suspenders. And, they often talked among themselves in a language unfamiliar to him.

There were horse-drawn wagons with large creaking wheels, butcher shops with fresh-slaughtered chickens hanging upside down in the display windows, fruit and vegetable stands and pushcarts, and the aroma of baking "Jewish rolls" coming from places like Snell's, Perler's and Kaplan's bakeries.

At Snell's, people would wait in long lines extending outside the shop on a Sunday morning to purchase fresh baked goods made with real butter and whipped cream (in pre-World War II days).

"Everything was original (natural ingredients). No substitutes were used like margarine," assures Robert "Reve" Kaufman who had grown up in the area.

As a young man he would meet and marry a young lady named Rosemary who was working at Snell's.

There was Sugarman's dry goods store where the adults in a little boy's life often shopped; City Hall Hardware where a boy could find just about anything imaginable and, of course, synagogues where the Hebrew congregations gathered to worship.

'Like lower east side of New York'

Other congregations of men and women of diverse ethnic origin from the surrounding city neighborhoods had felt "completely safe walking even after dark" (unlike streets in most cities today) to gather in Beery's Cafe.

There were "rag men" and "junk men" (collectors and sellers of scrap metal, rags, glass and the like) with whom neighborhood kids had a special rapport.

The youngsters would spend hours collecting old newspapers throughout the area. These they would deliver by the tons—one wagon load at a time—to the rag or junk men who would usually pay them about 10 cents a hundred pounds, a generous amount in those days...substantial enough to gain the enterprising children admittance to the local afternoon double feature at the movies.

It was a world unto itself. A place to which people from throughout the city came daily and to which they proudly brought visitors to see and experience.

"It was like the lower east side of New York with pushcarts and peddlers and whatnot," according to Beatrice I. Bath of West Greenwich who had operated a beauty parlor on the outskirts of the Willard Avenue area in those days.

Many of her customers were the wives of those Willard Avenue merchants, "many (of whom) became very successful."

Reve, who later was to operate with his brother Milton "Bull" Kaufman the successful Beery's Cafe, had as a 16-year-old gone into and out of the "coal business" with another brother, Joseph, 18.

He attributes that business failure—with an understanding smile and shake of the head—to his mother's concern for the neighbors.

"Our mother would ask us to put customers in the neighborhood on the cuff (give them the needed coal now and collect later when things were better for them financially).

His fond remembrance elicits a chuckle: "We had so much on the cuff...we had to quit the business."

That time and that place are gone now.

Today in its place are manicured lawns holding houses which seem to have been transported from suburbia. There are also at this stage of re-development of the inner city a certain number of vacant lots, the occasional shell of a dilapidated tenement house. There is a medical complex or two.

And, there's the E.W. Flynn Model Elementary School into which kids from all over Providence are bused. The school rests on the site which stood one of the synagogues.

Through Project SUN (Students Understanding Neighborhoods), the Rhode Island College Public Archaeology Program, and the Flynn school principal and teachers, third graders of the "now" generation are given an opportunity to learn what life was like then.



ARCHAEOLOGICAL INVESTIGATION by 3rd graders gets underway with guidance of Dr. Pierre Morenon and Janet Freedman of Rhode Island College.

On May 11, several classes were taken to a vacant lot adjoining the school on Gay Street, known to be the site on which stood the house of Harry Fish, a shoemaker in the 1920s and 30s.

Portions of a foundation now jut out from the ground which is covered with grass and brush and a smattering of more modern debris.

The children, already having been told a "detailed story framed on existing documentation" on the area, and having been taken on a walking tour of the neighborhood, participated in an archaeological study.

Under the supervision of Dr. E. Pierre Morenon, director of the college's archaeology program, several college archaeology students and Flynn teachers guided the youngsters in an archaeological dig of the surface ground on the site.

They dug carefully, poured the dirt and debris over screens and watched to see what filtered through, hoping for clues as to a way of life now vanished.

A piece of an ice pick (whatever that was!), a shred of leather, perhaps from an old high-button shoe, a button, chunk of glass, portion of dinner plate, a piece of window glass with paint on it were all details collected through archaeology to help third graders "appreciate the richness of the historical landscape."

"The items they found were what you might expect," relates Morenon, "coal, bricks, nails, ceramic pieces." And they do tell a story, he assures.

Take the window pane with paint on it: it told the youngsters what color—at least in part—was Harry Fish's house.

Other artifacts discovered add to the picture of life in what had been a vibrant ethnic community. Its members would gradually disperse to other locales around the state and beyond.

Had the Flynn third graders known, they could have asked Reve and Rosemary Kaufman, now retired and residing in Rumford.

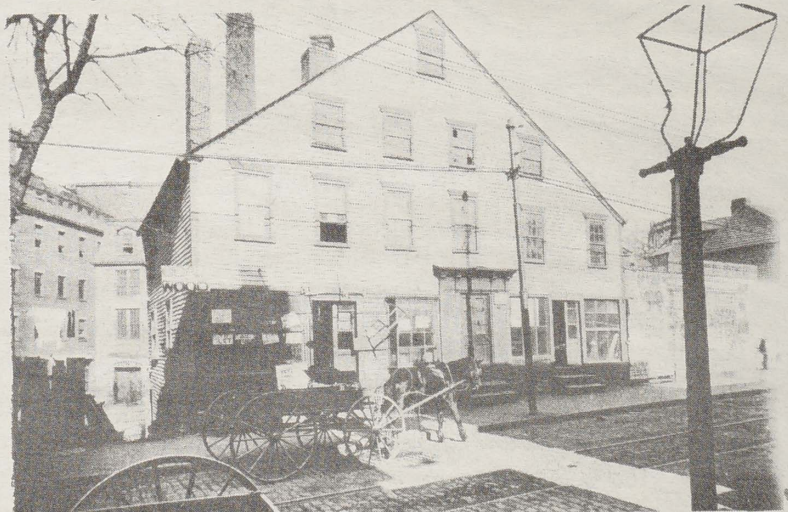
They remember.

"Everybody was friendly. There was no hatred."

In the era of neighborhoods "blacks, Jews, Poles, Irish kids played together."

"The people (of South Providence, including the Willard Avenue area) were one family."

"It was great!"



SECTION OF CITY SIMILAR to Willard Avenue at turn of the century is Charles Street area. Both were sites of Jewish immigrant communities. (Photo courtesy of R.I. Historical Society)



WILLARD AVENUE (at corner of Prairie Avenue) as it appears today. It looks more like suburbia than the contrasting photo at right. (What's News Photos by George LaTour)

Bills would let 'do-gooders' delay repaying student loans

by Susan Skorupa

WASHINGTON, D.C. (CPS) — Students who want to "do good" after graduation may get a break in repaying their student loans if two new bills pass through Congress.

Harvard's John F. Kennedy School of Government raised eyebrows two weeks ago when it said it would forgive all or part of the loans of grads who choose to go into "community service" jobs after graduation.

The theory was that students, often graduating thousands of dollars in debt, will pass by lower-paying civic jobs for jobs that pay more, and thus help them repay their loans faster.

Harvard's law school — as well as law schools at Yale, Columbia and Stanford — have similar "forgiveness" programs.

The new bills, if passed, would open them up to all students across the country.

"The rich schools can offer loan deferment without government support, and a few are big enough to offer loan forgiveness," says Chuck Ludlam, an aide to Sen. Dale Bumpers (D-Ark), who introduced the new bills last week.

"We don't think students are unwilling to participate in the program, we just don't think many know about it," Ludlam says. "And they need to know about it early in their college careers, so they can look at the deferred positions as employment possibilities."

The Department of Education estimates as little as one percent of money it loans each year to students goes to graduates who are working for nonprofit organizations.

While schools submit yearly loan status reports, all loan deferments — including those for graduate work, military service, unemployment and public service — are lumped together.

"I don't think increased publicity will make a lot of difference," says Faye Chance, University of Tennessee student loan officer. "Currently, that option is noted on all of our financial aid promissory notes, and covered in both entrance and outgoing interviews for all financial aid students."

"We have very few people who use it. More take advantage of internship or armed forces deferments. I don't think increased publicity will make a lot of difference."

'But only a few schools have the financial means'

"But only a few (schools) have the financial means for it," he notes, "so we're trying to help out the others."

One bill would direct the U.S. Department of Education to promote an existing program which lets students defer repaying their loans for up to three years if they're working in low-paid positions with nonprofit, tax exempt charitable organization.

The second bill would excuse students from repaying part of their loans if they work for nonprofit charitable groups. The plan enhances a program in the 1986 Higher Education Act, which partially forgives loans to students who enter the Peace Corps or VISTA.

"The first bill directs the Department of Education to promote the current program," Ludlam explains. "We're contacting universities, student groups and nonprofits to promote this option, and trying to build a national promotional campaign."

Ludlam and Bumpers think more students would go to work for nonprofit groups if they knew they could get a break on their loans.

"If we continue to push loan programs as a way to pay for education," he says, "loan indebtedness will be so great students may have no recourse but to work in low-paying public service jobs to reduce loans or stave off the repayment cycle until they can get a better paying job."

But others say pushing the program won't make it more attractive.

Chance worries that the second bill, which forgives some debt burdens for graduates working for tax-exempt organizations, could deplete schools' financial aid allotments.

"The second bill could present a problem," she says. "Loans that are forgiven, even loans that are deferred, could mean less money available for current students."

But Ludlam contends the only way the loan forgiveness bill will work is if Congress allots special funding so schools won't lose aid funding.

"New money will have to be appropriated," he says. "No money will be taken from current appropriations to schools."

And that stipulation jeopardizes the bill's chances of passage, Ludlam adds.

"Right now, the idea of money for anything new is not likely to go over with Congress. We're in the process of trying to save the programs we've got, so this plan may have to wait for the next round of reauthorization (in 1989)."

"But the program has been in existence for seven years, and hardly anyone uses it," Ludlam says.

Financial aid experts, however, aren't sure students would respond even if they knew about it.

Cleveland State University aid Director William Bennett, for one, thinks students are so far in debt that they may "do good" just to avoid bankruptcy after graduation.

Private contributions to higher education soared last year



(CPS) — Private contributions to higher education skyrocketed last year, an increase partly fueled by stagnant state funding of public colleges and universities.

And most of the money is coming from private pockets, not from corporations, the Council for Financial Aid to Education (CFAE) reported recently.

In 1985-86, colleges took in an estimated \$7.4 billion in contributions and gifts, a 17.1 percent gain over 1984-85, the New York-based Council found.

Alums gave \$1.83 billion of the total, a 25 percent jump over the previous year, and gifts from non-alum individuals rose 25.8 percent to \$1.78 billion.

Corporations, many saddled with sluggish profit outlooks, gave only eight percent more after a 25 percent increase the prior year.

The figures indicate many public colleges, facing drastic state budget slashes or spending freezes, are pursuing contributions more aggressively.

Traditionally, independent campuses have been the most aggressive fundraisers in academia.

"There's a really unprecedented increase in individual giving," says Paul R. Miller, Jr., spokesman for the CFAE. "Without question, colleges are how going out to solicit funds. There's an increased commitment from college presidents on down to making schools' fund raising enterprise work harder."

The University of Minnesota Foundation, for instance, last year embarked on a campaign to raise \$300 million in three years to fund endowed faculty chairs. In its first year, the drive raised \$250 million.

"There's a much more aggressive posture among public institutions these days," says Steve Roszell, executive director of the UM Foundation. "Three years ago, no one in the Big Ten was running a major capital or endowment-building campaign. Now at least nine are in the midst of such a campaign or planning one."

Roszell says public colleges finally have discovered what private schools have known for years: alums can be prime donation sources, but they must be reminded to give.

"Public colleges don't work their alums like private colleges do," he explains. "And they should, because there's lots of market potential there."

Unlike private schools, which have always relied heavily on alumni donations, "public colleges didn't used to keep track of their alums," Miller adds.

"Now they're keeping track of them. And what was, in the 1950s, a fairly small base of individual private donations, has shown one of the largest increases ever. The bulk of

the gain in donations has been from individuals."

And colleges are approaching this big-bucks potential with lots of fire power, says another funding expert.

"There's been a tremendous explosion in telemarketing and mass mail solicitation of alumni," says John Miltner, vice chancellor for university advancement for Cal-Irvine and spokesman for the National Society for Fund Raising Experts.

"Universities are just realizing that 85 percent of all philanthropy is from individuals."

Miltner says even small community colleges are bolstering their development staffs to chase funding.

"They've identified this important source of money and are finding it's fairly flexible," he explains. "Resources from individuals can be applied to a college's priorities, but they can also be used as leverage with legislators and with other funding sources."

"Corporations just aren't making those big contributions any more, and schools must provide individuals with good reasons to want to contribute support."

Experts say the trend toward increased individual contributions will continue.

"For all the problems higher education has with public relations about increasing tuition and the quality and cost of education," Miller says, "the American people remain persuaded that education is a useful and charitable use for their contribution."

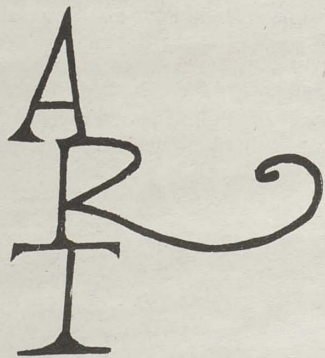
Girls' fast-pitch softball camp offered here

Rhode Island College is offering a girls' fast-pitch softball camp from June 22-26 for girls entering grades 7-12 in the fall.

The camp will be at the college playing field from 9 to 3 each day and will be taught through an "innovative . . . easy approach," according to camp director Cindy Neal, who coaches the RIC Anchorwomen softball team.

Teaching staff includes previous all-star players and an athletic therapist. Head coaches at Eastern Connecticut State University, Bridgewater State College and Brown University will serve as guest instructors.

Enrollment is limited. Registration is June 22 at 8:45 a.m. in the lobby of Walsh Gymnasium. For more information contact Neal at 456-8007.



HBS 'artists' display at RISD

Four Henry Barnard School students have their art work hanging in the Rhode Island School of Design Museum this month.

The art of Nicholas Sciotti, first grade, Mikki Wosencroft, fourth grade, Anna Beckman, fifth grade, all from Providence, and Chris Brody, fourth grade from Cranston, was selected to be among some 200 works by children displayed in RISD's Schoolart show.

The exhibition of children's art, "created by budding talents" from grades K-12 in public and private schools in Providence County, is a first for RISD, according to its publication, *Canvass*.

All the Henry Barnard artists are students of school art teacher Mrs. Margaret Lachut.

The Schoolart exhibit runs until June 26.

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R.I. College's Mary King offers American banking --

A prescription for change

by George LaTour

The institution of banking in the United States has less than a popular image in the mind of many Americans and, according to Rhode Island College's Dr. Mary L. King, deservedly so.

On the local level banks (and bankers) are often perceived as arrogant and particularly uncaring about the small depositor as most Americans would be classified.

You're probably familiar with the story.

Banks urge you, via extensive advertising, to apply for a loan to finance that long-awaited vacation, to pay college tuition, or to consolidate debts only to reject your application—you're certain—because you failed to prove you really don't need a loan.

Then, on the national level, you hear on the nightly news that another U.S. bank has just loaned billions to some South American dictator to whom you would know enough not to lend a red cent.

Banking, the cement of whose reputation was probably set in the Great Depression and which continues to endear itself to the American public by highly publicized farm foreclosures in the Midwest and failures of its own banks, has a knack, it seems, of tweaking the public's noses.

You needn't apply for a loan, for instance, to get the feeling of rejection.

Just try to cash a check in a bank at which you do not have an account. You'll not only feel rejection, it's more likely you'll feel like a second-class citizen, if not a criminal.

Or, try to cash a check in another state. "You can't," assures King, who now resides in North Kingstown, having left her post as associate professor of management and marketing at San Francisco State University.

'For our banking system to be preserved, for our banking system to endure, our banking system must change. Banking is trapped in a Catch 22. It cannot adapt now because 50 years ago men who wore spats and carried walking sticks believed commercial banking, if strictly regulated, carried less risk than other types of financial services. As a result, restrictions on allowable activities have prevented U.S. banks from effectively serving changing customer needs...'

—Robert L. Clarke
Comptroller of the
Currency

A banking expert who joined the Rhode Island College faculty as an associate professor of economics and management last fall, she has taken the very system of American banking itself to task in an eye-opening book which was and still is being intensely read by American bankers at the highest level.

The book's title indicates her nonsense, no-punches-pulled approach: *The Great American Banking Snafu*.

Published in 1985, it continues to draw high critical praise from industry insiders.

It offers a very readable, non-academic assessment of just "what, exactly, is wrong with the U.S. banking system" and how to get it "back on track."

"You better explain to your readers what 'snafu' means," suggests King, who says she's found "many women" to be unfamiliar with the word.

"Snafu"—by polite definition (as opposed to the military one)—stands for "situation normal, all fouled up."

According to King, "all fouled up" describes exactly the state of affairs of American banking.

Banking, which could use "an electronic system for speed, efficiency and, consequently, economy," is instead "moribund in red tape, anachronistic rules and a surfeit of controls," says King.

Formerly a high ranking banking official—highly paid and highly regarded—she is an expert in electronic banking. She had become "so fascinated" by the relationship between government regulation and banking, she decided to "drop out of the job market" and give U.S. banking some close scrutiny.

One of the reasons she left banking was the encouragement of her colleagues (many earning six-digit figures) at First Western Bank Corp. (now First Interstate Bank Corp.) to pursue a doctoral degree and, perhaps, take a critical look at banking as only an insider could do.

They apparently felt she "knew where all the skeletons were in the (banking) closet" and eventually, through her findings, would "really affect the course of a lot of people's lives."

King feels "someone in academia" without her banking background would never have been able to do the kind of research on banking she did.

"I knew the stupid things they did, the illegal things, the dishonest things, the inertia, their lack of imagination, their weaknesses in the area of marketing to consumers."

"I knew how narrow-minded they were, how over-protected from too many years of regulation," King says.

"But the key to understanding banking in any country is to understand the relationship between the regulators and the industry," she explains.

Although, she says, "you would think with the free enterprise system in the U.S., banking would have more freedom than in other countries, just the opposite is true."

"The U.S. banking system—with the exception of the Japanese—is the most highly regulated in the world," King says.

"How," she asks, "can the banking team play when it has 53 coaches?" King explains that U.S. banks are controlled by separate laws and regulations in each of the 50 states and those of three federal agencies.

Some of that regulation came about in the early 1900s in efforts to curb an "astronomical float" which, King explains, is what the money sitting in banks between transactions is called.

Other controls came about as banking practices left much to be desired. Poor management and weak investments sent banks under for years, further alienating depositors, many of whom lost their life savings prior to deposit insurance.

Before banking and higher education, King's interests had centered on music, journalism and public relations/advertising, respectively.

Born in Wisconsin, she began studying piano at age 5. By 16 she was a concert performer.

Still small in stature by age 18, she realized her hands weren't going to be large enough to play tenths "which is almost a requisite for a major concert repertoire."

"I was disappointed. I decided if I couldn't really be in the top ranks I didn't want to bother at all, and I wasn't interested in teaching music," she relates.

A "good writer" herself, she married a journalist, and landed her first job as a merchandising manager for a television station in Denver and did some magazine and newspaper writing.

After her marriage broke up, she went back to school while working fulltime. She developed a PR/advertising business while earning her bachelor's degree.

"It took me forever to get my B.A.," confides King, adding, "I'm like a lot of students here (who study parttime and work fulltime). I can empathize with them."

Later she became a public information officer for a regional office of the Small Business Administration and began work on her master's of business administration at the University of Denver.

King got into banking when a colleague urged her to apply for an opening in a West coast bank where "they were looking for someone who had never worked in banking



MARY KING

'Banks, as providers of insured deposits and as key participants in the nation's payment system, play a special role in our economy. It's clear that the failure of our banking system would have severe implications for our nation's economy and indeed for much of the world economy.'

'It's essential that banks be granted new opportunities to serve the public. Competitive equity and safety and soundness demand this.'

—L. William Seidman
Chairman, FDIC

but who was very marketing/consumer oriented."

The bank—Western Bank Corp.—was planning to install an electronic system in their operation of 23 banks in 11 western states.

"They wanted someone who hadn't been brainwashed by banking. You see, bankers had never been in this before, so there was a bias against it," says King.

Her job was to convince smaller banks to make monetary contributions to the installation of electronic technology.

"That's when I found out how mentally constipated some bankers really are," she says.

"The idea of spending money for this seemed absolutely absurd to them. I was fascinated by it but stymied by the fact that different laws prohibited the full utilization

of linkages" through electronic technology. "And linkages are necessary when you get into computer banking," assures King.

Her concern eventually led to her pursuit and attainment of her Ph.D. which she received in 1983 at the University of Washington.

Before writing her book, she learned Swedish and went to Sweden "where they have the most technological banking system in the world."

This enabled her to see first hand what could be done and what, obviously, wasn't being done in the United States.

For instance, King points out, in Europe they have an electronic system called Eurocheque which King sees as an example of what can be achieved through cooperation and absence of counter-productive restraints.

The Eurocheque, she says, "reveals the inadequacy" of the U.S. system which lacks a nationwide check guarantee system.

"Some 41 million Europeans can go into a bank and buy Eurocheques which are acceptable—without question and without need of identification—in any of 20 countries," says King.

Expressing her agitation, King says, "Bankers (here) are out of touch with their customers. They do not seem to understand how very angry consumers have become about checks."

"You'll find bankers still making statements like 'the public will be reluctant to give up a system that is reliable and convenient.'"

"It is not convenient. It is not working," she emphasizes.

Her book offers American banking a prescription for change, and change it will have to do if it is to survive, according to a growing number of banking experts who seem to have heard Mary King's call.

(Editor's note: King is now gathering data for a book which will analyze the effects of financial deregulation since 1980.)

New video show to feature look at Japanese culture

Rhode Island College Communications Organization and FLICKERS, the Newport Film Society, have created a video magazine called "Between Takes" which will feature a look this summer at Japanese culture in America and Rhode Island.

The first episode, scheduled to air at 7 p.m. on the statewide cable Interconnect A on July 16 and 23, will feature a discussion of the up-coming Black Ships Festival in Newport by Mayor Patrick Kirby, festival chairman, and Charlene L. Rich, coordinator of the Ginza Shopping Tent at the festival. The tent will offer booths selling Japanese food, crafts, clothing, toys, tools, etc.

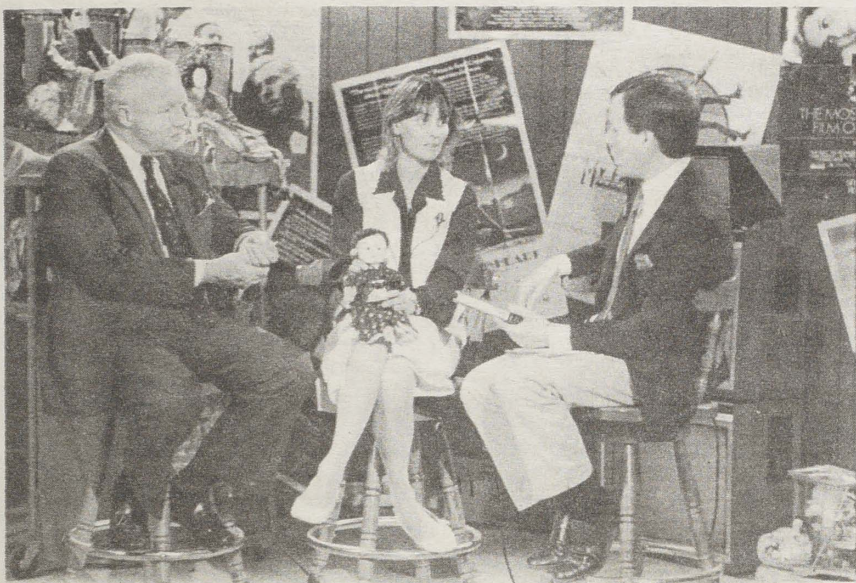
The Black Ships Festival is a non-profit educational/cultural event held annually in Newport. It includes a week of activities celebrating the ties between the sister city of Shimoda where Admiral Perry's "Black Ships" landed in 1853, opening the doors of trade.

A second "Between Takes" episode focusing on Japanese culture—to air on July 30—will feature a discussion on Japanese gardens.

FLICKERS and the Rhode Island College Communications Organization will be videotaping this year's festival events in cooperation with the Sony Corp. and the Japan-America Society of Rhode Island, reports George T. Marshall of the Rhode Island College Department of Communications and Theatre.

Other programs and air dates—all Thursdays at 7 p.m.—this summer include: Al Gomes and the Rhode Island Bandwagon, June 4 and 11; Winona Taylor: Creative Dreambuilding, June 18 and 25; Rhode Island College Debate Council, July 2 and 9; student filmmakers in Rhode Island, August 6 and 13; college theater at Rhode Island College, August 20 and 27; premiere of student film *As It Stands*, Sept. 3 and 10.

For more information contact Marshall at 456-8270.



JAPANESE CULTURE IS THE TOPIC of Newport Mayor Patrick Kirby (left), Charlene Rich of the Japan-America Society of Rhode Island and Black Ships Festival, Inc., and George Marshall of Rhode Island College Communications Organization. It and FLICKERS, the Newport Film Society, have created a video magazine entitled "Between Takes" which will take a look at Japanese culture this summer in conjunction with the Black Ships Festival in Newport. (What's News Photo by Gordon E. Rowley)



SOLITARY STUDY at Rhode Island College Summer Session is enjoyed by Alicia Condon of Warwick, a junior art major, who reclines on wall under the dogwood blossoms at the Art Center terrace. (What's News Photo by Gordon E. Rowley)

2nd annual Film Studies Scholarship winner announced

by Asli G. Hines

This year's Rhode Island College Film Studies scholarship goes to Phyllis T. Mulvey of Middletown, a shy, unassuming junior who is not used to this attention.

The annual \$500 tuition scholarship was established last year by an anonymous donor. The award is given for the study in junior year to a student majoring in Film Studies who has demonstrated academic excellence in the program and has maintained a strong overall academic record during the first two years at the college, according to Joan Dagle, acting director of Film Studies.

"It was a total surprise for me," Phyllis says quietly. "I didn't realize I was even being considered, though I must say it's most appreciated."

In addition to going to college, working two part-time jobs and raising a 6-year-old son, receiving this recognition was an assurance that it was worth all her efforts.

"I didn't go to college right from high school," she says. After taking several years off to decide what she wanted to do, she chose Rhode Island College for film studies.

Although small, "it's a terrific program here, backed by some incredible instructors," she says excitedly. "I'm very happy to be here," and to have waited to decide on film as her chosen career.

Her interest in film started with a photography course she took in high school and developed into a full-fledged pursuit of making independent films.

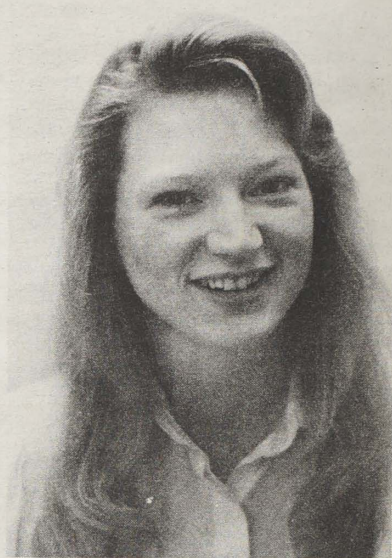
Not everyone who studies film has Hollywood in mind, she says. With a variety of areas to choose, independent filmmaking offers many options other than the commercial film industry of Hollywood.

"I'd like to make instructional films, for example for elementary schools," she says. "Most of them are quite old and need to be updated. You know, those old films that still say 'One day man will visit the moon!'"

Film studies are not as easy and fun as some people think, she says. "The studies demand much more out of you than—as some say—'just seeing films and talking about them a little bit'."

She needs not to worry about hard work, however. It runs in her family. Her mother, also a student at Rhode Island College, is majoring in general studies with computer management in mind. They commute together, take some classes together, share home work assignments and textbooks.

Her father is also a full-time student of political science elsewhere. One of her three younger sisters, who just received Distinguished Merit Award for nursing is planning to come to Rhode Island College in the fall.



PHYLLIS T. MULVEY

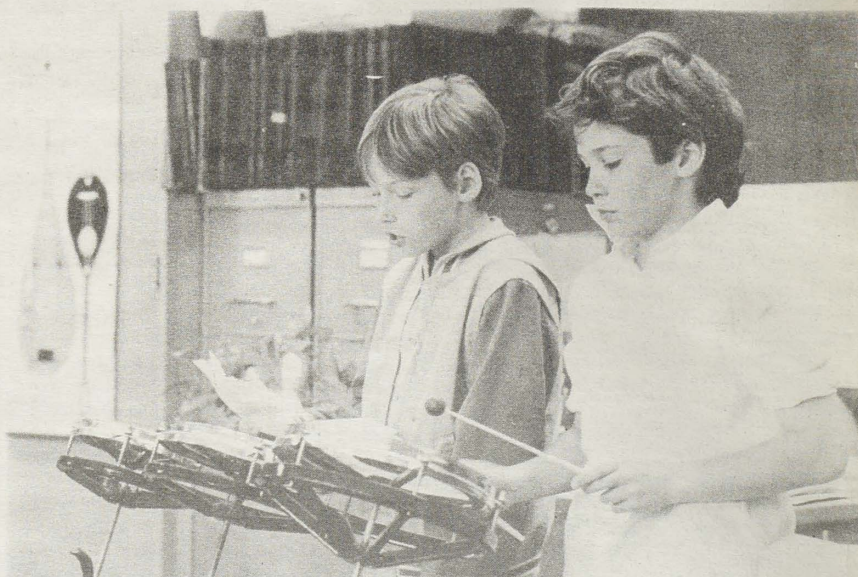
After graduating with a film studies major, she is hoping to go on learning more about the production side of filmmaking, more about editing, lighting and camera work. As an independent filmmaker, "whatever I end up doing, I'd like to be in control of all aspects putting a film together."

She is hopeful that there will be enough career opportunities in Rhode Island. "There are so many talented students in film studies," she says about her classmates. "I see great film careers ahead of them, and I'm looking forward to working with them later on."

She adds quickly, "but if I must move to make a career, I'm willing to do that." Film is not an easy market to break into, she realizes. "Filmmaking is one of those careers you have to love. You don't do it to become a household name."

Among her more immediate plans is to rejuvenate the now defunct Rhode Island College Film Society in the fall. She was the secretary of the society last fall, which showed a variety of classics and foreign films. "But it didn't get much attention," she says, disappointed. "A big factor was commuter students. Most of them would not want to come back for a film. Also not many people knew about it. I am hoping to advertise better, select films that would appeal to more people and show films that one may not get a chance to see in the movie theaters." She says there is a great need to have a film society here and "we need to get more students involved in this kind of activity."

RHODE ISLAND COLLEGE Rhode Island's Center for THE PERFORMING ARTS



"DRUGS AREN'T COOL, no way, no sir!" rapped college's Henry Barnard School students. As part of a special drug awareness program, conducted by the school's health specialist Dr. Louise Buonomano, several 5th graders wrote a "rap poem" and sent a tape of it to Mrs. Nancy Reagan. The 4th and 5th graders also included in the mail pictures of the "Be Independent Just Say No" T-shirt logos they made in art class. Scott Corrao plays the drums while Adam Stone raps.